

Two Year Education To Attract Six Million Students By '75

"One of the most significant recent changes in higher education has been the development of big-city, two-year Community Colleges," Edmund J. Gleazer, Jr., declared in an address to the faculty on Tuesday, September 6, 1966.

"These institutions are uniquely positioned and structured to help alleviate many of the social and economic ills of metropolitan centers."

Gleazer, Executive Director of the American Association of Junior Colleges, Washington, D.C., spoke at the luncheon meeting which highlighted a three-day Orientation Conference for faculty and staff at CCP.

"Community College of Philadelphia, with the rich resources and complex problems of a typical great metropolis, has the potential, and the challenge to provide leadership in this kind of education for the entire eastern seaboard," Gleazer noted. Yet, if Philadelphia and comparable community colleges are to fulfill the hopes that citizens have had for them, Gleazer added that it is imperative that they have adequate modern facilities capable of accommodating large numbers of students and a wide variety of educational programs, especially in technical and semi-professional fields.

Urging Philadelphia to make adequate plans for future expansion, Gleazer expressed the opinion that enrollment forecasts for the local college had probably been underestimated. Citing the experience of other metropolitan areas, Gleazer commented that Cuyahoga Community College (Cleveland, Ohio) which started in 1963 with 3000 students will have an enrollment of 10,000 students on two campuses this fall. The city is contributing 45 acres for a campus in an urban renewal project. Miami-Dade Junior College (Miami, Florida), which opened in 1960, will enroll nearly 20,000 students this fall. (Editor's note: Community College of Philadelphia officials have projected the need for facilities to accommodate some 9000 full-time and a comparable number of part-time students by 1975. It is anticipated that the present facility at 34 South 11th Street will be occupied to capacity by September, 1967).

Gleazer noted particularly the manner in which Miami-Dade had met the needs of the areas expanding industries by providing, in addition to its regular programs, week-end courses, Saturday-only courses, and other special arrangements for workers and housewives who wished to further their education.

Gleazer stressed the need for college teachers oriented toward the new community college concept and ready to assume the challenge of teaching students with wide ranges of backgrounds, abilities, interests, and aspirations.

"We must remember," said Gleazer, "that people of only 'average' ability constitute the majority of the population. Yet the growth and development of this country depends upon their capacity to take part in and contribute to the community and the nation."

Gleazer stated that community colleges in Los Angeles, St. Louis, and Kansas City and in other metropolitan centers are making a tremendous impact on social and economic problems by helping significantly to meet the need for new technical and semi-professional manpower.

Institutions in these cities are proud to serve those young men and women in our society who may not have the aspirations or abilities that would make it possible for them to succeed in traditional college programs, but who can, if properly oriented

make important contributions at the technical and semi-professional levels. At the same time, the community colleges, because of their geographic and financial availability, also serve thousands of young people who will eventually go on to baccalaureate degrees in the traditional four-year institutions.

Dr. Gleazer predicted that by 1975 about half of all students entering college will do so at the two-year college level. He foresees an enrollment of two million in junior colleges by 1970 and as many as six million by 1975.

"More than 190 new junior colleges are in various stages of planning and development with the likelihood that most of that number will be open by 1970," the official noted. He estimated that \$5 billion will be spent for buildings and facilities during the next ten years if colleges are established at the rate now anticipated. He figures "about \$10 million per campus."

"These figures," Gleazer says, "suggest that the citizens of this country are aroused and concerned about the nation's need to provide universal opportunity for at least two years education beyond the high school."

This three-day Orientation Conference at CCP was designed to provide insights into the scope and promise of the national movement and a particular understanding of local challenges. The conference was made possible by a grant from the Samuel S. Fels Fund.

Bonnell Orients Freshmen

Let me extend to the "veterans" of year I a hearty homecoming greeting, and to our entering freshmen a most cordial welcome.

Immediately after Labor Day we welcomed old and new faculty back to campus and plunged them immediately into a three-day orientation conference designed

been the development of big-city two-year Community Colleges -- institutions "uniquely positioned to help alleviate social and economic ills of metropolitan centers." Dr. Gleazer challenged Philadelphia to provide leadership in the Community College movement which, although long established on the West Coast, is gaining momentum on the Eastern Seaboard.

We are determined to respond to the challenge given by Dr. Gleazer. It is my hope that each of you will enjoy a sense of partnership and share in the stimulation and excitement that are part of the physical, curricular, and organizational structuring of our new College.

During orientation for the incoming class, I followed two of our freshmen. One was about to take some course of action -- I have forgotten what -- when his companion halted him saying, "wait a second, 'the book' says we ought to do so-and-so."

I was momentarily pleased by his having remembered some instruction given in the handbook but quickly realized that the Handbook couldn't begin to cover all of the situations with which he was likely to be confronted during the course of the year. Indeed, it would take an awfully big book to detail all of the "do's and don't's" of any campus community. Our challenge, therefore, is to encourage each of you to be sensitive to, and sensible about, the unwritten ground rules of good campus behavior. You have a new freedom as college students; you also

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President Allen T. Bonnell

to provide insight into the scope and promise of the Community College movement in the United States. While the impact of this new movement can be measured in numbers, the final test is its ability to meet educational needs.

In addressing the faculty and staff during the Conference, Dr. Edmund J. Gleazer, Jr., Executive Director of the American Association of Junior Colleges stated that one of the most significant recent changes in American higher education has

Thirty-nine Students Launch CCP Nursing Program

On Monday, thirty-nine male and female students began a four term course which will lead to an Associate Degree in Nursing. The program under the direction of Mr. William C. Sippel, is the first two-year nursing curriculum to be accepted in a Pennsylvania public college.

The program has been approved by the Pennsylvania State Board of Nursing Examiners and graduates are eligible to take the licensing examination for Registered Nurse.

The Associate Degree Nursing Program was developed in response to the nation-wide acute shortage of staff nurses.

A recent survey of the five-county Philadelphia area indicated that there is a need of 2000 nurses. With the recent enactment of Medicare this gap is expected to widen sharply. This shortage accounts for the rise in salaries for Philadelphia nurses.

Students have an opportunity for a college education at the same time as they are acquiring their nursing skills. Unlike traditional hospital-oriented education, students may live at home and enjoy all college holidays and vacations, and participate in college activities. All course work, except the clinical laboratory in nursing, will be taken on campus. Room 303 will be equipped as a nursing lab. Present plans call for clinical work to be done at The Pennsylvania Hospital. It is envisioned that the college will become associated with many public health agencies under the supervision of the Community College faculty.

The two-year program concept was introduced in 1952 with a five-year research project including seven pilot programs throughout the United States. This fall nearly 200 such programs are expected to be in operation. Sippel commented, "We have here at our college the end-product of an idea that has been debated for thirteen years.

Finally, the American Nurses Association stated that the two-year school should prepare the core of nurses for the country. This program, however, still causes a great furor with conservative nursing education directors."

According to Mr. Sippel, "the basic responsibility of the nursing programs in hospitals is for the immediate care of the pa-

tients rather than for the general education of the individual nurse. The college curriculum provides a basic academic knowledge plus bedside practice. It is up to the hospital where the graduate nurses will practice, to develop a poised knowledge of general hospital practices. This will take a maximum of four months to develop.

Op and Bop?? Culture Coming !!

Most Community College people were complaining last year--the students about the high school atmosphere or about the bareness and lack of comfort, and the faculty about the dearth of cultural awareness and sophistication on the part of the students. Over the summer, some students and faculty members met on an impromptu basis to consider various cultural programs and to make a start at humanizing the surroundings.

Some of the ideas should be realized in the next two months, with the help of Mr. Dougherty, Coordinator of Student Activities, who is making the plans practically and financially feasible.

At the beginning of November, the works of young artists currently painting here in Phila-

delphia will be exhibited. Although some of these have been shown before locally and in New York, much of this work will be seen for the first time. Throughout the year there will be both multiple and one-man shows.

A list of speakers who will be invited to give guest lectures has been drawn up. Some of these were controversial figures--writers, politicians, etc.,--such as James Baldwin, Norman Mailer, Allan Ginsberg.

Mr. Goldschneider of the Music Department, also lecturing this year in the English Department, will give several piano recitals. Nothing specific has been decided where jazz is concerned. At least one well-known modern jazz group will be invited.

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Students jam sixth floor waiting hours for registration to begin.

In The Mail

Editor: The Communicator

The Administration chose an inopportune time to initiate the \$3.00 fee for course changes.

Alteration of the master schedule between June and September created many roster conflicts for students who had completed the June pre-registration. Also, because of the newness of the school, curriculum requirements had not been firmly established during pre-registration.

These factors made changing individual rosters during last week's registration almost unavoidable.

It is unfair for the Administration to force the students to absorb the cost of the clerical work which now must be done to resolve the conflicts on their schedules.

The new \$3.00 fee would be justifiable only if course changes were based on whim rather than on necessity. Such a penalty should not be imposed until the whole process of pre-registration and subsequent registration progresses beyond being a game of Russian-roulette.

Very truly yours,
ROBERT MORRIS

Editor: The Communicator

I would like to comment on the so-called "registration procedure" which challenged the students last week. The administration seemed to be, to say the least, unprepared for the 1400 or so day students who attempted to register. Some students were forced to wait ten hours only to find that their required courses were cancelled. Changes were almost impossible, due to the lack of courses available for transfer.

What did the administration expect? They must have had at least a vague idea of how many students they had accepted and how many courses they would need.

The chaos involved in registration seems to get worse with each successive semester. If this is going to be a general rule, then what are we to expect in February?

JOHN TOOHEY

Editor: The Communicator

Students of CCP arise and revolt!

Are we cattle to be shuffled from room to room while the illusioned aristocracy are opening classes they did not plan on.

Heaven forbid if you should ask a question of "Those who know." Your answer, if you get one, is thrown at you in a short sarcastic manner.

A favorite trick of the "chosen few" is to feign deafness when asked a question.

I am as strong an advocate of hiring the handicapped as you will find but not when it has an adverse effect on operations.

Now that I have cooled off a little I must admit that trying to predict the number of incoming freshmen is difficult, but as I said it seems that we were dealing with illusioned people and all this brings is disillusioned students.

President, Dean, and Faculty beware! You have enemies you haven't even met.

Now that my chest is free of gripes I suggest a motto for all to live by during future registrations: "Expect the worse; and

never be disappointed."

RON NAPOLI

Editor: The Communicator

As the war in Vietnam progresses the number of young men being drafted increases. Many different draft deferments are available -- one of the most common being the 2-S or student deferment.

My question is whether or not it is fair to allow an individual to remain even temporarily exempt because of college. This seems unfair to the person who has not continued his education because of financial or mental deprivation. It is true that at present almost no mentally capable person is denied an education because of financial limitations, but what about the person who does not have the mental capacity to undertake college work? To him we say, "Tough luck Charlie, Uncle Sam wants you." His lack of intelligence is not his fault, and yet he is being penalized by it. The situation is so acute that the mental standard required for military service has been lowered so that persons who were formerly classified as unfit mentally for military service are now being taken. I am quite sure that this drain on the "idiot" of society does nothing for the standards of proficiency of our forces. The standards required are only that the individual be able to read and write and attain a score equivalent to that of a person with a fifth grade education. That's great! So we have an army of ten-year-olds defending our country.

This situation is not only unfair to the less intelligent sector of society, but look at its effects on the colleges. Colleges are being mobbed by students who are trying to avoid the draft. Individuals who under other circumstances would not consider entering college are now clamoring for an education which they not only do not want, but also from which they will not benefit. These institutions of "higher learning" are being crowded by "draft dodgers" who regard the knowledge they are offered only as a temporary deferment. It is true that many students legitimately desire an education and are not just using the colleges, but they must serve sometime, so why not before starting college or through reserve and ROTC programs in which they can continue their education?

Therefore, by offering an available "out" for college students, we are creating a dual injustice. We are penalizing the individual who was not born with certain intellectual capabilities, but who is also a human with equivalent emotions, and we are ruining our institutions of learning which we are trying to protect.

SANDY CHIERICI

Editor: The Communicator

Registration was a complete fiasco.

Isn't there any organization? Perhaps the recorder's office should be given the lecture "How to use your time wisely?" There seems to be no excuse for this repeat performance. Some of the new students were in tears. Everyone is fed up.

Is the office responsible understaffed? What was the purpose of pre-registration? I assumed that pre-registration was designed to help everyone involved. It seemed to accomplish nothing. Students found courses chosen at pre-registration closed at registration. Somebody is pretty stupid.

Ken Jerome

Editorial Comment

BLACK POWER

Distortion?

Black Power seems to be one of the most confusing concepts in the world today, although it could be the beginning of a simple solution to the civil rights question.

According to Stokely Carmichael, chairman of the Student Nonviolent Coordinating Committee and originator of the term, Black Power is: A doctrine calling on black people to use all of their political, social, and economic power to better their position in society. Certainly, no one but a white supremacist can argue with this. Yet, the press and other mass news media have distorted the real meaning of Black Power by insisting that every incident of Negro violence is either an attempt for, or a result of, Black Power. They have changed the concept into a racist monster, and released it on the public. The Press seems to have the impression that only the advocates of Black Power know how to make "Molotov cocktails."

No organized action can be expected from the Negro community as long as the civil rights leaders allow the press to distort the concept of Black Power. When this problem is solved, voter registration should be the immediate goal of the Black Power Movement. Without properly organized voting, the Negro cannot expect, and will not obtain ... Black Power.

Abuse?

"Philadelphia is a racist city run by police Gestapo." This is only one of a few rantings of the national chairman of the Student Nonviolent Coordinating Committee, Stokely Carmichael.

Referring to the recent raids on suspected dynamite caches in Philadelphia, the young militant leader said, "the next time racist Rizzo (the Deputy Police Commissioner) tries to march 1,500 cops into our community ... he's not going to get away with it." In Carmichael's view, "If one of you throws a Molotov cocktail and they (police) come in after you, they are just going to have to face us all." Furthermore, he feels that Negroes should also "start taking over the streets every night because they're ours."

Mr. Carmichael is now in jail. Originally charged by an Atlanta judge with a felony, inciting to insurrection, he has been indicted by the Georgia grand jury for inciting to riot.

It's about time.

In every city where this militant leadership preaches, violence erupts. If promises like "We're going to be back at 4 o'clock and tear this place up," which are fulfilled almost to the minute, are not inciting to riot, then what is? If circulating among an already tense neighborhood to hand out leaflets that denounce "the beastiality of a racist mayor and his corrupt police department" is not an action which incites to riot, then what can it be called?

The idea of "Black Power" is just. But when a term is so loosely defined, should it be used so indiscriminately? Should supposedly responsible SNCC leaders continue to use a phrase which excites an audience to a point of near-hysteria and brings cries of "down with white people" and "White devil"? The answer is no.

Peaceful picketing is one of the essential rights that we, a free people, are guaranteed. All minorities are assured by constitutional provisions the right to dissent, but not to rebel. Public demonstrations are effective. Promoting civil strife is deplorable.

Registration - A Non-Cooperative Group Effort

September twelfth, thirteenth and fourteenth were extremely hectic days at Philadelphia Community College. Twenty-eight hundred students waited from four to six hours to register for this term. The whole process could be likened to a maze with spiraling consequences from which some students have not yet recovered.

Course descriptions were scarce. Students were sent from the Admissions Office on the first floor to the seventh floor, and then to the fifth floor looking for this vital sheet; for many the search was useless. Faculty advisors were also missing. This situation became particularly precarious when one needed his advisor's signature in order to go on to the next phase of registration.

On Tuesday afternoon, most of the material needed to register or change courses was gone. There occurred a thirty minute time lapse, during which drop sheets were not available. The time tables were gone. The leaders of this haphazard process apparently could not withstand the resulting chaos which evolved from what appears to be their own lack of foresight. At least one secretary or office worker was left to handle some thirty or forty students whose inquiries she was not able to answer and whose materials she could not provide. In short, registration ended with much anguish on everyone's part. January begins another semester and another week of registration. The staff of this newspaper is of the opinion that there could be a more reasonable approach to the problem of registration, based on mutual cooperation and the beneficial utilization of time.

Issues and Answers

EDUCATION IS DEAD!

By BILL JONES

The editors feel dissenting views are vital to a college campus. For this reason we establish "Issue and Answers" to disseminate such opinions, however they may differ from our editorial position.

Like many other college students across the nation, I will not be able to enjoy the Thanksgiving, Christmas, and Easter vacations this coming academic year. Moreover, during this time it is possible that I may not be able to watch the television presentation of *Glass Menagerie*, to enjoy some other educational program recommended by a teacher, or to read a book outside course requirements. Why? Too many tests will prevent me from enriching my classroom experience.

This frustrating condition is a result of teachers relying on examinations to measure learning. This unrelenting pressure to obtain a grade and mountainous loads of work are part of present-day student resentment. In a *New York Times* article this spring about the "rat race" in education, John Holt, author of *How Children Fail*, quoted Paul Goodman as saying, "children have not worked such long hours since the early and brutal days of the Industrial Revolution." A student interviewed by Holt remarked that, if he were an exceptionally good reader and spent all of his time studying, he could only do half of the work. To substantiate such comments, many other articles by authorities in the field have appeared during the last six months, all calling for immediate educational reform.

Despite this public concern, the colleges, the universities, and the higher educational councils are doing very little to combat student problems. Instead, without any protest, they allow the United States Department of Labor to advertise in the form of billboards, or posters in subways and buses: "to get a good job, get a good education." These advertisements, in my opinion, view educational institutions as big business corporations rather than as places encouraging individual thought and personal growth. Is the only purpose of college to provide the student with a higher earning power in a materialistic society which is increasingly making man more impersonal and even inhuman towards his fellow man?

Abraham Lass, co-author of *The College Student's Handbook* and author of the syndicated column "College and You," made this prediction in a recent *Saturday Review* article: "The 'impersonalness' of the college administration and instructional staff will not be put down easily." As this high school principal went on to note, "over 50 per cent of our college students are dropouts. More than 300,000 college students are transferring every year -- an army of academic nomads constantly on the move." All these occurrences confirm the author's view that "the joy has gone out of learning." Furthermore, the original

Berkeley student protest, in the fall of 1964, was aimed at the lack of student-faculty contact and the fact that some teachers were pursuing financial grandeur and prestige instead of teaching or instilling the desire to learn.

The results are alarming. According to Lass, "student motivation is tainted with a new kind of gamesmanship ... Coaching courses and cram books abound, along with other devices designed to 'beat' the College Board, ACT, and other college entrance examinations." Once the student is in college, other unwholesome effects appear. As Lass stated, "among college-bound and college students, there has been a large increase in cases of emotional disturbance, traceable directly to the curricular pressures generated by the high schools and intensified by the colleges." In my opinion the anxiety of the college student is heightened by the morbid emphasis on testing and grading. In the *New York Times* article cited earlier, Holt agreed that the system has caused increased psychological disturbance, adding that such pressures may also be involved in student use of drugs.

Another major effect of this system was dramatically illustrated in a graduate student's account of a classroom experience, as he described it to *Look* Senior Editor George B. Leonard:

There's a story in Greek mythology about the goddess Circe and how she turned strong men into swine. I saw that happen in a classroom ... He (the professor) wasn't sure that every member of his class had been reading exactly what he assigned them. So one morning, he walked to the front of the class, looked around and said, 'Get out a blank piece of paper and number it one through ten.' As the students realized what was happening, their faces changed. The light in their eyes dwindled to something shameful. The professor reeled off ten questions --- factual, petty, simpleminded --- and then asked that the papers be passed to the front. He said, 'As you know, there are no tests or grades in this class,' and he tore the papers up. But the damage was done. He had reminded them just what he thought of them. He was the teacher. They were pupils -- limited, slightly less than human, expected only to regurgitate facts and opinions that he had stuffed into them, subject to classification by a number or a letter. Swine.*

The automation of the testing system not only destroys the individual but also makes a ludicrous mockery of our educational institutions.

In this same *Look* article still another unfortunate result of the present educational tragedy is highlighted. The author cites a Columbia University study of more than 5,000 students in 99 U.S. colleges which indicated that "at least 50 percent admitted cheating." William J. Bowers, who conducted the survey, estimated that an even greater percentage of students cheat in high school. His statistics are enlightening: "A recent Junior Chamber of Commerce poll of over 100 public schools in Virginia showed that 70 per cent of the schools had a 'serious' cheating problem. A *New York Times* survey of a dozen city high schools last fall indicated that cheating was on the increase among students near the head of their class who are pushing for Ivy League berths." Clearly, cheating has no boundaries and encompasses both the "good" and the "poor" student.

The same Columbia study included other striking findings: There is substantially less cheating in seminar or discussion classes than in lecture classes; substantially less cheating in courses with outside reading than in classes that depend on textbooks alone; substantially less cheating in small classes than in large classes; substantially less cheating in advanced than in elementary courses; substantially less cheating when grading is straightforward than when students are placed in competition with each other on a 'curve'; substantially less cheating when fewer tests are given.**

The indications are conclusive that students enjoy learning when there is no deleterious emphasis on the test alone. To correct the imbalance would restore the vitality of those students who genuinely look forward to learning.

The remedies for this academic degradation of the individual are not easily created or put into practice, but certain possibilities can be considered. Because CCP is in an early stage of growth, it can afford to experiment and innovate. I propose, for instance, a grading system with designations of Honors, Pass, and Fail, preferably without midterm or final examinations. If such a plan is not feasible, a seminar course offered by each department on such a basis would be a step in the right direction. The student must be evaluated on a broader scale than formal testing permits and not merely labeled in terms of letter grades.

The Community College of Philadelphia must decide whether the emphasis of our education will be upon individual development or upon the robotic response that is developing under the present system. Because of the competitive pressures arising from the test system, the college is not benefiting the student as much as it might. Therefore, discussion of possible solutions for the problems reflected in these articles -- and arising here -- must take place soon. If it does not, the individual community college student will become mere educational baggage, with the Great Society left to pay the freight.

* George B. Leonard, "Testing vs. Your Child," *Look*, March 22, 1966, p. 63
** *Ibid.*, p. 65.

Adults Accomodated With CCP Program

CCP is inaugurating 30 adult level evening courses for profit and/or pleasure in subjects spanning the arts and sciences, business and commerce, crafts and data processing, and a lecture series for nurses. These are non-examination, non-credit courses. Registration is October 3-7, 4:00 P.M.-8:00 P.M., in person or by mail, with classes beginning week of October 10.

The wide scope of subjects

is offered to adults interested in enriching their educational background, for their own enjoyment or as an aid to furthering their careers. Single men and women, parents, or young marrieds may choose courses designed to match their personal, family or community interests.

Of particular interest is "Adventures in Ideas," a lecture series devoted to the unusual in the realm of ideas. Held on Wednesday evenings, October 12 to October 14, 8:00 P.M. to 9:40 P.M., the series covers such fascinating topics as modern uses of hypnosis, theories of the universe, rare books, ballet, the intrigues of Philadelphia history -- and even the art of demolishing buildings.

"How to Start and Run a Small Business" includes valuable principles in determining opportunity, location, purchasing, managing, and other aspects of conducting a profitable small business enterprise.

"In view of today's 'information explosion,' adult-level education has become more essential than ever," according to William H. Fox, Director of Adult Education. It is both a means of using leisure time profitably and an invaluable help in gaining new job skills, completing an unfinished education, and developing effective solutions to problems of modern life. Experience throughout the nation has shown that adults who continue educational horizons make an important contribution toward raising the social and economic levels of their families and their communities.

Bonnell

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have new responsibilities. Our pioneering freshmen class demonstrated that it could rise nobly to these responsibilities. I have the same high expectations for our newcomers.

I shall not wish for each of you an easy year. It is my hope rather that you will have a rewarding year -- one which will give you new insight into your studies, into your community, and into yourself. I hope that the tasks, academic and non-academic, which will confront you will be sufficiently difficult to test your full powers and that you will gain new confidence, perspective and wisdom as you surmount each obstacle.

A fine tradition of camaraderie, friendliness, and enthusiasm and determination, has been set by our pioneering freshman class. From what I have seen thus far, I feel confident that the tradition will be carried forward.

YAF Organizes Campus Chapter

The Young Americans for Freedom, the nation's largest political and educational organization for young conservatives, is setting up a chapter at CCP. YAF supports the boys fighting in Vietnam, works to halt trade with communist nations, opposes the admission of Red China to the United Nations, opposes aid to dictators like Nasser of Egypt, supports a halt to government inflationary pressures, and favors American freedom and student freedom. YAF holds the belief that the free enterprise system allows the most freedom and economic progress. YAF supports the inalienable rights of every man and opposes discrimination as morally wrong.

The CCP chapter of YAF will sponsor speakers, distribute conservative literature, hold debates, show movies, and coordinate activities with other YAF chapters at Penn, Temple, Drexel, and Penn State. Social activities will also be included.

Any student interested in joining YAF or learning more should contact Fred Childs, day student or Suzanne Spangler, night student. They may also call the YAF office at LO 7-0876, 1601 Walnut St.

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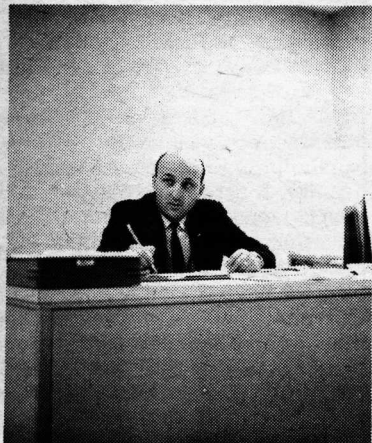
SPORTS

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COMMUNITY COLLEGE COMMUNICATOR,

SEPTEMBER 21, 1966

CCP Launches 1966-67 Sports Program



Mr. Charles Dougherty, Coordinator of Student Activities

Intramural Sports at Community College will go into full swing almost immediately. Touch football for boys is scheduled to be played at Huntington Park. There will be a limit on the number of teams participating in football.

As the weather gets colder and we move indoors, basketball and bowling intramural teams will be organized. Basketball will be for boys and played at Stodder Junior High School. A bowling league will be formed consisting of both boys and girls. The bowlers will roll into action at Penn Center Lanes and pay a student rate to participate.

The softball league in the spring will have CCP students rounding the bases at Huntington Park. Both girls' and boys' leagues will be formed. Boys' and girls' volleyball leagues are also planned. It is hoped the roof will be the scene of the volleyball league.

Any student qualified to referee football, basketball, or baseball should contact Mr. Dougherty, the Activities Director. Students will be paid for refereeing.

An exclusive interview with Activities Director, Charles Dougherty, and new coaches Jim Billups, Jim Burton, Ed Maritts, and Andy Monaghan revealed plans and aspirations for a successful 1966-67 sports season operating on an intercollegiate level.

On October 14, at a conference sponsored by the Pennsylvania Junior College Athletic Association, Mr. Dougherty will submit a formal application which upon acceptance will enable CCP to be scheduled for basketball, baseball, tennis and track.

Basketball will be coached by Mr. Jim Burton, the present Athletic Director at Norwood Academy. Tryouts for the squad will be held during the first few weeks of the semester and practices are to be held at the Mann Recreation Center. Five games have already been scheduled. Area schools included in this schedule are LaSalle, Bucks County Community College, and Brandywine Community College. Baseball will be under the auspices of Ed Maritts. Mr. Maritts has managed in Philadelphia's Penn Dell League. Workouts began at the close of the summer session and will continue indefinitely throughout the semester, weather permitting.

Crew, directed by Andy Monaghan, began its drills two weeks ago. Mr. Monaghan is a graduate of Notre Dame University and was the founder of the University's first intercollegiate rowing team. Our crew has plans to compete with the Notre Dame crew in late October--although nothing is definite as yet. They will continue to row from the Penn A.C. Boathouse.

Tennis, coached by Jim Billups, will utilize the Huntington Park Courts. Several schools have requested matches for the

coming season. Indoor winter practice is being considered.

No track coach has been appointed as yet and facilities are being considered. However, efforts have been extended to get the team in full speed next spring.

No Grades - No Play

Activities Director and acting Athletic Director, Mr. Charles Dougherty, disclosed that students participating in Varsity Competition must maintain a grade point average above the probation standards determined by the college.

Dougherty explained that all coaches have offered full cooperation in upholding the policy.

Two hour study sessions in the afternoon, prior to practice, are being proposed for students playing on varsity athletic squads.



From left to right: Mr. Edward Maritts, Baseball coach; Mr. James Billups, Tennis coach; Mr. Andy Monaghan, Crew coach.

Op and Bop??

(Continued from page 1)

The foyer will be used for demonstrations of crafts, such as silk-screen printing, etching, and wood-cutting. These will not be exhibits but demonstrations of the process itself, given by members of Prints in Progress and the faculty of various art schools.

There will, of course, be a film-series planned from a somewhat different point of view than last year's. The Drama Club is continuing to function.

Besides the events at the college, tickets will be made available at minimal charge for performances at the Academy and the Theatre of Living Arts. Hopefully some comfortable seating areas downstairs for coffee hours and informal chatting between faculty and students will be set up.

The cooperation of any interested students would be appreciated. Those who are interested in music should contact Mr. Goldschneider; films, Mr. Clark; drama, Mr. Lawson; painting and crafts, Mr. Reid, Mr. Karpowitz, or myself. Miss

Bloom, Mr. McDonough, and Mr. Fox are also participating in these plans. There will be discussions held from time to time by these faculty members. Interested students and faculty are encouraged to attend.

LET'S HAVE A MASCOT!

SUGGESTIONS FOR A MASCOT FOR COMMUNITY COLLEGE OF PHILADELPHIA WILL BE ACCEPTED BY THE COMMUNICATOR. THE FOLLOWING RULES WILL BE OBSERVED GOVERNING THE SELECTION.

1. All suggestions will be placed in the box labeled "Mascot." The box will be located outside of the "Communicator" office.
2. The deadline for all suggestions will be twelve o'clock noon on Sept. 29.
3. All suggestions must be original and signed. A prize of ten dollars will be awarded for the winning choice. In case of a tie the prize will be divided equally.
4. The suggestions will be listed and forwarded to a committee composed of Dr. Paul Sherwood, Mrs. Margaret Grip, Mr. Charles Dougherty, Mr. Robert Beck and Mr. George Thompson. This committee will pick the mascot.
5. The choice of the committee will receive the final approval of Dr. Allen T. Bonnell.

CCP CREW NEEDS YOU



Tryouts for new students are being held NOW!

Qualifications: Desire for hard work, no experience necessary.

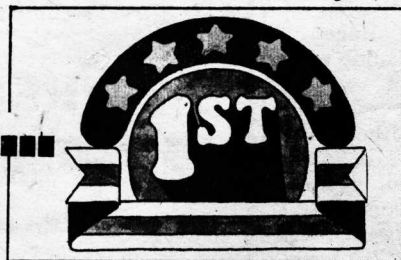
Inquire at the COMMUNICATOR Office For Further Information.

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